

Inspection of a good school: Ham Drive Nursery School and Day Care

Ham Drive, Ham, Plymouth, Devon PL2 2NJ

Inspection date:

26 March 2024

Outcome

Ham Drive Nursery School and Day Care continues to be a good school.

What is it like to attend this school?

Children are at the very heart of this school. Adults share the vision that all children should have their voices heard. Warm relationships between children and adults mean that children develop the emotional security they need to learn well. This gives them the confidence to come into school and settle to activities happily. Staff provide prompt support and encouragement for children who struggle with this.

Routines are well established. Children understand the high expectations adults have of them. Their behaviour and independence are exemplary. For example, at lunchtime, children from the nursery and the day care eat together. This is a pleasant, sociable time for everyone. Adults sit with the children while they are eating to encourage good table manners and eating habits. Throughout the day, children are confident to ask for help if they need it. They are also very independent. Children make choices in their learning from the range of activities and resources available to them.

Children learn to manage their feelings and emotions. Adults' consistent use of Makaton signs helps children improve their communication and interaction skills. Consequently, children learn to control their responses well, for example, by waiting their turn. This contributes to children being successful in school.

What does the school do well and what does it need to do better?

The school has designed an ambitious curriculum. This has been a collaborative process involving contributions from staff and parents. The school has identified 10 curriculum goals it wants to achieve for children. These cover the breadth of curriculum content and incorporate characteristics of effective learning, such as resilience and exploring. Each of the goals is broken down into milestones that the school aims for children to meet. The milestones identify the larger steps that children will move through. However, they do not specify clearly enough the knowledge or vocabulary the school wants children to understand over time. This risks children not building their knowledge and vocabulary securely.

Staff work well together to link the curriculum to children's interests and developmental needs. They adapt activities and resources to ensure that children can learn alongside each other and at their own pace. For example, children independently choose objects from a basket of toys to join in with songs and rhymes.

Communication and language are a high priority that threads through the curriculum. Children learn to listen, with increasing stamina, to new and familiar stories. They take part enthusiastically with rhymes and actions. Children in the nursery hold longer conversations with one another. They develop the ability to follow multiple instructions. For example, at the nursery snack table, children were able to choose their toast, pass the butter round and ask for a spread of their choice.

There is a good balance of adult-led and child-led learning time. The school provides plenty of opportunities for children to learn and consolidate knowledge. The indoor and outdoor environments promote children's curiosity. Staff understand their important role in helping children acquire and use language. They model, question, rephrase and think aloud for children. This helps children build on their language skills.

Children with special educational needs and/or disabilities receive effective support. Staff provide a range of carefully designed interventions to meet children's individual needs. These sessions have a positive impact on children's self-esteem and communication skills.

Staff are positive role models. They support children to learn and play together in a calm and friendly way. Children understand the importance of being kind and caring. Their attitudes reflect the inclusive and positive ethos for behaviour across the school.

The school has carefully planned experiences to teach children about the world around them. For instance, explorer sessions in the local woods help children learn about teamwork and develop resilience. Children enjoy visits to the local church and celebration days to enhance their understanding of different faiths and cultures.

Governors understand and fulfil their statutory duties well. They work successfully alongside school leaders with a sharp focus on developing excellent practice and high standards. Staff value the strong spirit of teamwork. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not specified the knowledge and vocabulary within their school-identified milestones. This means there is a risk that children might not learn a consistently agreed body of knowledge and vocabulary. The school should refine its

milestones and identify the specific knowledge and vocabulary it wants children to learn and build on over time.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in December 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	113051
Local authority	Plymouth
Inspection number	10313230
Type of school	Nursery
School category	Maintained
Age range of pupils	2 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair of governing body	Linsey Parker
Headteacher	Stephen Martin
Website	www.hamdrivenursery.plymouth.sch.uk
Date of previous inspection	4 December 2018

Information about this school

- The school is part of the Plymouth Nursery Schools Federation.
- There is provision for two-year-olds in the day care setting.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: communication and language, understanding the world, and personal, social and emotional development. For each deep dive, the inspector discussed the curriculum with leaders, visited a sample of learning sessions, spoke to staff and spoke to some children about their learning.
- Inspectors held meetings with the headteacher, curriculum leaders, teaching and support staff and members of the local governing body, including the chair of

governors. The lead inspector also held a telephone conversation with the local authority.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and children; and considered the extent to which the school has created an open and positive culture around safeguarding that puts children’s interests first.
- Inspectors observed children’s behaviour during learning sessions and continuous provision in both the indoor and outdoor environments.
- The inspectors considered responses to the online questionnaire, Ofsted Parent View, including free-text responses. They also took into consideration responses to the staff survey.
- Inspectors examined a range of documentation provided by the school.

Inspection team

Angela Folland, lead inspector

His Majesty's Inspector

Stewart Gale

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024